

LAYERED CURRICULUM “HOW-TO”

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1. Begin by BAMing your intended unit so you know specifically what you want your students to learn. Planning with peers is the best strategy.
2. Collect all materials you have that can be used to help your students learn the concepts set out by the standards.
3. Stack all your basic knowledge material (text reading, basic work sheets, introductory videos, lectures, DVD's, and whatever else, will help your students understand the basic facts about your subject. This is your “C” layer.
4. Make a second stack of activities, labs, videos, higher level readings, review sheets, worksheets, etc., that are at a higher level. These activities should provide an opportunity to use basic concepts to ‘do’ something. This is the application layer. This is where the students need’s the opportunity to do something to demonstrate their knowledge of a certain concept. This is your ‘B’ layer.
5. Make a third stack of activities that will cause the student to operate at the highest level of Bloom’s taxonomy. This is your ‘A’ layer.
6. Organize each level so the students will have a logical path to understanding. Use the following web sites to access examples of layered units; www.help4teachers.com www.brains.org
7. You must be sure to insert learning opportunities that will allow all modalities to be successful. (visual, auditory, kinesthetic)
8. Suggestions;
 - a. Use my list of 114 performance assessments to help insert projects into the A layer or to use as performance assessments.
 - b. Art/Creative projects, posters, brochures, models can be done in class or at home.
 - c. Lecture, you can do it live, on a cassette tape (set up a listening station) or have students record lectures on a cassette or video tape.
 - d. Video’s/DVD’s, use your regular TV or get several small 12” TV’s with build in video and DVD players so students can watch in small groups.